



## Management of Formal Diniyah Education Learning Strategies in an Effort to Strengthen the Study of the Kitab Kuning at the APIK Kaliwungu Kendal Islamic Boarding School

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### **Abstract**

Management in an educational institution is something that needs to be done. This study aims to describe the management of formal education learning strategies in an effort to strengthen the study of the Kitab Kuning at the APIK Kaliwungu Kendal Islamic boarding school. The method used in this research is qualitative method. Data sources in this study include primary data sources (interviews and observations) and secondary data sources (APIK Islamic Boarding School learning documents, journals, other supporting references, photos of the learning process). Data collection techniques using interview and observation techniques. Data validity was carried out using the triangulation method. Data analysis was carried out descriptively using SWOT analysis. The results of the research show that the planning stage examines some supporting data, the competence of the students, educational background, materials that are in accordance with the curriculum, the existence of adequate learning administration tools and the methods used in learning. In the implementation stage, it shows a lack of pedagogic competence, a lack of managerial competence of educators, a lack of social competence of teachers and students who experience problems in the learning process are not provided with proper assistance. While the evaluation was carried out because there was a decrease in the mastery of the Kitab Kuning, the value of memorizing the book was lower, many students repeated learning, decreased mastery of the Kitab Kuning and less handling of student counseling.

**Keywords:** *Management; Study of the Kitab Kuning; Islamic Boarding Schools*

### **Introduction**

Islamic boarding schools are one of the non-formal educational institutions that exist throughout Indonesia and are growing rapidly along with the development of the world of education. In Indonesia, the education system is regulated in Law Number 20 of 2003 concerning the National Education System, and for education under the Ministry of Religion the rules are clarified by issuing Government Regulation Number 55 of 2007 concerning Religious and Religious Education which is the beginning of the development of the world of religious education in Indonesia. In Article 36 Paragraph (2) of Law Number 20 of 2003 concerning the National Education System it is explained that the curriculum at all levels and types of education can be developed by means of diversification according to educational units,

regional potential and students. In the Islamic boarding school curriculum, diversification is carried out by setting a minimum standard for the Islamic boarding school curriculum with the National Education Standards (SNP) so that the curriculum at the Islamic boarding school is recognized nationally as a formal curriculum.

Based on the Regulation of the Minister of Religion of the Republic of Indonesia Number 13 of 2014 concerning Islamic Religious Education, Formal Diniyah Education (PDF) is an Islamic religious education institution organized by and located in a pesantren in a structured and tiered manner on formal education pathways. Various provisions related to its management are regulated in the Decree of the Director General of Islamic Education, Ministry of Religion of the Republic of Indonesia. PDF grows and develops within the pesantren environment, but technically in terms of management it is not under the authority of the kyai as the leader of the pesantren (Asmani, 2016). In Regulation of the Minister of Religion Number 13 of 2014 it is stipulated that the technical management of the PDF unit is the responsibility of the head of the formal diniyah education unit. This clarifies that there are differences in managerial concepts between PDF and pesantren. This rule synergizes with the results of Wahid's research (2016) that PDF is an alternative solution to become a new face for the pattern of pesantren education designed to produce cadres of religious scholars who are intellectual, professional, moderate and have good morals. In Nurhamsah's research, et al (2021) said that curriculum development needs to be carried out in Formal Diniyah Education.

PDF students are required not only to have competence in the field of yellow books and religious experts (*mutafaquh fiddin*), but in order to face the ever-changing society, students are required to have competence in life-skills or other skills. The success of PDF curriculum development will be greatly influenced by several factors including context, input, process and product or output. PDF students are required to have competency in two fields at the same time both academic and non-academic, so that the existence of the students can color the complex dynamics of the social life of the pesantren and the wider community. However, the research by Dewi and Limbong (2018) shows the problem in the PDF is that the students' learning activities are dense, triggering concerns about the emergence of various obstacles in following the learning process.

The use of PDF should be able to improve the quality of students not only in religious education but also in general education, but since the application of PDF the competence of students in mastering the yellow book has decreased, even though general material learning is only done once a week and at night. The decline in learning outcomes of the yellow book is very ironic because APIK Islamic Boarding School has a trademark as a good Islamic boarding school in terms of learning the yellow book, especially the use of *nahwu shorof*. With the decrease in the number of evaluations of the students, this has had an impact on several things, namely: 1) the image of the community at the Islamic boarding school as a printer for generations of religious experts has decreased, 2) the quality of alumni students of the APIK Islamic Boarding School has decreased, 3) the level of public trust in the APIK Islamic boarding school in terms of the quality of education be down.

In the context of learning management which includes 3 (three) components namely educators, materials and students using several other elements namely facilities, methods, media, learning environment, financing and evaluation systems (Destam, 2002). Learning is an effort to teach students by making choices, determining, developing and using appropriate methods adapted to existing resources. (Uno, 2008). At the planning stage in learning management in madrasah diniyah, Islamic boarding schools are no different from what is implemented in formal education institutions. As explained by Husaini (2011) that in preparing teaching programs there are several important components that need to be considered and must be made by every educator before teaching, namely mastery of subject matter; analysis of subject matter; annual and semester programs; teaching preparation programs; teaching plan. The implementation stage of learning requires educators to have skills and abilities in nineteen indicators including: opening lessons, educator work programs, presenting subject matter, explaining lessons, using

learning methods, using media, utilizing learning resources, asking and answering questions, managing classes, communication styles, dividing into groups, the activeness of students in groups and between groups, displaying student results, student work competitions, reflecting and closing.

In the context of the implementation of PDF at Islamic boarding schools, there are problems that need to be studied and analyzed in terms of learning processes that experience adjustments because they accommodate general knowledge in subjects that must be taught at Islamic boarding schools, causing a greater learning load for students. Expert educators are needed who are not necessarily available, the time allocation for studying the book is reduced so that the specialization of graduates of Islamic boarding schools in terms of religious knowledge and mastery of the book will be at stake if learning is not done properly (Baharun, 2017). This is in accordance with Zulkhairi's research (2021) that PDF can improve the quality of students, but is constrained by the availability of expert educators in teaching general subjects in the PDF curriculum.

One of the Islamic boarding schools in Kendal Regency that implements Formal Diniyah Education for both Wustha and Ulya is the APIK Kaliwungu Islamic Boarding School, Kendal Regency, Central Java. In 2022 the APIK Kaliwungu Islamic Boarding School, Kendal Regency has students who are divided into 2 (two) namely Wustha Formal Diniyah Education Santri and Ulya Formal Diniyah Santri. The number of students in the Wustha Formal Diniyah Education totaled 487 students consisting of 226 class VII students, 143 class VIII students and 118 class IX students. Santri in Ulya's formal Diniyah Education totaled 284 students consisting of 112 class X students, 106 class XI students and 66 class XII students. In connection with the Islamic boarding school has a policy to accept all students who will study at the Islamic boarding school, the students at each level do not have an age limit that is equivalent to their level so that many students are older than the level of education pursued. This is done to provide opportunities for everyone who will pursue education.

Based on the description above, the researcher is interested in studying the management of PDF learning management which has been implemented by decreasing the mastery of the yellow book at the APIK Kaliwungu Islamic boarding school, so an analysis is needed, especially in terms of the management of PDF learning management which does not eliminate the characteristics of Islamic boarding schools, namely the yellow book.

### ***Research Method***

Research location: Pondok APIK Kaliwungu, Kendal, Indonesia because it is the only Islamic boarding school implementing PDF in Kendal Regency. However, since the existence of the PDF, the evaluation value of students in terms of mastery of the yellow book has decreased. Research approach: qualitative, with SWOT analysis (Sugiyono, 2016). Data sources in this study include primary data sources (interviews and observations) and secondary data sources (APIK Islamic Boarding School learning documents, journals, other supporting references, photos of the learning process). Data collection techniques using interview techniques, using interview guidelines. Interviews were conducted with several informants, namely the head of the madrasa, administrators of the APIK Kaliwungu Islamic Boarding School, Teachers of the APIK Kaliwungu Islamic Boarding School, and Islamic boarding school students of APIK Kaliwungu. Informants were selected by snow ball sampling. Observation, using a check list of observations that will be carried out Data validity is carried out by the triangulation method. Data analysis was carried out descriptively using SWOT analysis.

### ***Results And Discussion***

Learning management, management is a form of interaction with 3 (three) components namely educators, materials and students using several other elements namely facilities, methods, media, learning

environment, financing and evaluation systems (Destam, 2002). In studying PDF learning management that does not eliminate the characteristics of Islamic boarding schools, the researcher presents the following regarding the planning, implementation and evaluation of learning carried out at the APIK Kaliwungu Islamic Boarding School.

## Planning

Learning planning is supported by several data, including learning input data, namely teachers, students, materials, learning methods and infrastructure. the implementation of learning management in Islamic boarding schools must be adjusted, especially in terms of policy settings determined by the kyai because the methods applied by the pesantren in principle follow the tastes or policies of the pesantren caretakers, namely the kyai, which are set forth in their educational policies. Thus, even though there are regulations regarding several management functions, the implementation of education in salaf Islamic boarding schools has not been carried out properly regarding the pattern of education management so that it influences people's assessment of the quality of Islamic boarding schools. Even so, the existence of Islamic boarding schools must be maintained because they have distinctive characteristics.

This is as contained in the Regulation of the Minister of Religion Number 13 of 2014 concerning Islamic Religious Education, that Islamic boarding schools are required to have the following elements: (1) kyai (2) santri (3) pondok (4) mosque or mushalla (5) recitation and yellow book study or Islamic dirasah with mu'allimin education patterns. The five elements of Islamic boarding schools are what differentiates Islamic boarding schools from other educational institutions. Thus Islamic boarding schools can be interpreted as a place where students stay, study religion and participate in all educational activities programmed and carried out by the kyai at the Islamic boarding school, and students are required to be independent in educating their daily needs and are required to have a spirit of simplicity. , patience, and togetherness among fellow students in order to achieve the same desire, namely studying knowledge and deepening Islamic religious teachings originating from the Qur'an and Hadith by using the yellow book as material for study, Kyai as educators, santri as educational objects , the mosque as a place of activity and a dormitory as a place to sleep. For students who graduate from Islamic boarding schools, they are expected to become people who obey Allah SWT and His Messenger, become sincere Muslim scientists, like to do good deeds for others, be useful for the homeland and the nation. For students who graduate from Islamic boarding schools, they are expected to be able to live in society, and even have to be able to help overcome social problems that exist in society.

APIK Kaliwungu Islamic Boarding School teachers have high competence in learning the yellow book. Teachers are APIK Pongpes alumni so they already have qualifications and competencies that are not in doubt. Teachers at the APIK Islamic Boarding School also have a bachelor's degree. Santri at the APIK Islamic Boarding School come from various educational, age and socio-economic and cultural backgrounds. Weaknesses in the acceptance of students is that there is no age limit in accepting students because it avoids dropping out of school. Santri also come from various family and educational and socio-economic backgrounds, so they require different treatment to avoid inequality in the learning process. For the acceptance of new students, a test is carried out and the placement of students is adjusted according to the test results.

The material used by APIK Kaliwungu Islamic Boarding School is in accordance with the curriculum, both general education material and book material used. There are adequate learning administration tools, namely the existence of lesson plans, Graduate Competency Standard criteria, Basic Competencies, methods used and infrastructure, prota and promissory notes. At the administrative stage of the lesson plan, the teacher has prepared completely according to the book to be used. The method used in learning has been planned flexibly, namely according to the book to be used. The planned methods are sorogan, bandongan, and memorization. The infrastructure needed is classrooms, books and writing equipment along with tables and chairs.

## Actuating

In studying the implementation of PDF learning at the APIK Kaliwungu Islamic Boarding School, the researcher presented several deficiencies that became obstacles to learning. The existence of these deficiencies creates an inconduciveness to the implementation of learning. This resulted in students' understanding of religious and general knowledge being hampered. At the implementation stage, the deficiencies come from the teacher, namely the lack of pedagogical competence. This can be proven by the implementation of the same approach between one student and another student. Santri as educational input, have diverse backgrounds, so they need a different approach so that the results obtained in learning are optimal. However, in the research conducted, teachers treated students equally so that students who had a non-religious education background would find it difficult to adjust to other students who already had a background in religious education.

Apart from that, there are also obstacles in the lack of managerial competence of APIK Kaliwungu Islamic Boarding School educators. This can be proven by the inability of the teacher to manage the class. In class management the teacher should be able to manage the students to be active in the learning process, but the phenomenon that occurs is that there are students who do not want to follow the material but are omitted by the teacher. For class management or class management, teacher skills are needed, which were not encountered by the researcher during the observation. The cause of this lack of skills is due to the absence of special training for teachers in implementing various learning strategies that support students' interest in participating in learning. There needs to be training from outsiders who really master the skills of educators in accordance with the rules in the applicable curriculum.

The pedagogic skills of educators at the APIK Kaliwungu Islamic Boarding School are also lacking. This is evidenced by the lack of teacher communication skills for students so that the obstacles that occur in the teaching and learning process of the yellow book do not get a solution. With an internal approach between teachers and students it is felt to be a solution for certain students who are considered to have deficiencies in terms of cognitive intelligence. Viewed through the eyes of the world of education, this is something that is natural, but an educator needs to have the initiative in generalizing understanding of the material to his students. Santri who experience problems in the learning process are not properly assisted, even though an approach has been implemented by calling students, but no follow-up is carried out. Students' difficulties in the learning process are not followed up so that there is no solution to these difficulties.

The yellow book learning method implemented is bandongan, sorogan and memorization. This method is carried out without looking at the characteristics and conditions of the students. The teacher uses learning methods in accordance with the experience gained by the teacher when taking the same education, even though the students they face have different characteristics and conditions. There needs to be an update in the use of this learning method. The characteristics of the past and present students are also different. For this reason, the way to understand the sun is also different. Islamic boarding schools need to take advantage of increasingly sophisticated technology at this time to support the implementation of learning without reducing the distinctive nuances of Islamic boarding schools. The use of facilities and infrastructure involving technology will create new and easier methods.

## Evaluation

In the evaluation study conducted at the APIK Kaliwungu Islamic Boarding School, the pesantren studied it through several learning objectives which included the values and qualities of the students. As for the value, the value of mastery of the yellow book by the students at the APIK Kaliwungu Islamic Boarding School is considered to have decreased, this is evidenced by a lower assessment score since the use of PDF. In addition, the value of memorizing books by students is also lower than before implementing PDF. Lack of understanding regarding the PDF curriculum that is applied to the scope of

education which makes the quality of learning decrease. It is necessary to get used to the application of PDF which is considered new resulting in less conducive learning and impact on learning outcomes.

Another thing that is being evaluated by the pesantren is that there are many students who repeat the study of the book, even more than once. This problem is possibly caused by two things, including the lack of human resources for students or the changing learning system with the application of PDF. Based on observations, the decline in mastery of the yellow book comes from teachers who lack managerial, social and pedagogic competence, resulting in a less than optimal teaching and learning process.

Similarly, in public institutions, the learning system in Islamic boarding schools also requires the handling of student counseling. At the APIK Kaliwungu Islamic boarding school itself, the handlers were considered to be inaccurate due to the lack of competence of the administrators who did the counseling. Handling this counseling will be very useful for conveying students' problems related to the learning process, both problems in terms of friends, economics, family psychology and other aspects that can hinder students from participating in the learning process.

The solutions that can be carried out by pesantren include conducting FGDs to identify strengths, weaknesses, opportunities and threats. Another way that can be done is to emphasize improvements in lesson planning, especially in the use of teaching methods, improvements are made to the teachers. The discovery was made on the formulation of teachers with the characteristics of Islamic boarding schools which must have several competencies including pedagogic competence, professional competence, managerial competence, social competence. cultural. These competencies must be mastered by teachers because Islamic boarding schools have different characteristics from public schools.

## **Conclusion**

Based on the description of the Management of Formal Diniyah Education Learning Strategies in Efforts to Strengthen the Study of the Yellow Book at the APIK Kaliwungu Kendal Islamic Boarding School above is a real description in accordance with the conditions in the field. Adapaun is in the planning stage which includes some supporting data, student competence, educational background, material that is in accordance with the curriculum, the existence of adequate learning administration tools and the methods used in learning. In the implementation stage, the researchers examined several aspects that hindered the implementation of pdf learning at the Apik Kaliwungu Islamic Boarding School, including a lack of pedagogical competence, lack of managerial competence of educators, lack of social competence of teachers and students who experienced problems in the learning process were not properly assisted. While the evaluation was carried out because there was a decrease in the mastery of the yellow book, the value of memorizing the book was lower, many students repeated learning, decreased mastery of the yellow book and less handling of student counseling.

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